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ABSTRACT

In an attempt to define characteristics of a good college student, this study compared the characteristics of recent honor graduates by honors level. The data centered on highest honors, high honors, and honors graduates during three recent graduation periods. Analysis of the data obtained through university records and through responses to a brief questionnaire was used to describe and generalize about the characteristics of honors graduates. The data indicated that the majority of these honors graduates were women who tended to receive their degree at a slightly earlier age than men. Nearly all of the superior students had demonstrated good scholarship before entering college. The ACT scores averaged far above the means for all college-bound students, with significantly different means for the three honors levels. The proportion of honors graduates was found to vary significantly according to departments, with Mathematics and Communicative Disorders producing a consistently high proportion. Further profiling revealed that these students had come primarily from humble beginnings, and as college students took part in numerous college activities while maintaining heavy study loads. The authors point to the fact that the characteristics described in the study are associated with superior scholarship and do not necessarily imply a cause and effect relationship. The bulk of the document consists of data tables, accompanied by brief discussions associating the data with demographic variables. (Author/PC)

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Comparisons:

- Highest Honors Graduates
- High Honors Graduates
- Honors Graduates
- Students in General

Characteristics:

- H.S. Percentile Rank
- ACT Scores
- Year of H.S. Graduation
- High School Size
- Teaching Intent
- Majors
- Intercorrelations with GPR
- Occupation of Parents
- Composition Achievement
- Age
- Sex
- College Earnings
- Income of Parent
- Hobbies
- Honors and Awards
- College Activities

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THE ANATOMY OF A GOOD STUDENT

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Introduction

What makes a good student? We can all profit from a concise answer to this question. While we are not likely to get very soon such an answer, we have to start somewhere in obtaining it. One technique for exploring this question is a certain kind of causal-comparative study: comparing the characteristics of those people judged as outstanding with the characteristics of people in general. Thus in the early 1950's,the Knapp-Goodrich and Knapp-Greenbaum studies identified the dominant characteristics that identified great American scholars and great American scientists. It was found, for instance, that the great bulk of outstanding young American scientists came from the small liberal arts colleges of the Midwest, and that they almost invariably had close and prolonged contact with some teacher judged to be exceptionally dynamic and effective.

The author made a start in the direction of this kind of study last year in publishing a document entitled The Earmarks of College Success.[1] This study compared or contrasted certain characteristics of UW-SP students classified as suspended, on probation, or "in the clear." The same techniques are here used to compare, for certain graduation periods, the characteristics of honors, high honors, and highest honors bachelor's graduates with those of students in general at UW-SP. Students receiving final grade point ratios ranging from 3.20 to 3.49 are called honors graduates; those whose final GPR's range from 3.50 to 3.74 are accorded high honors; and those whose final GPR's are 3.75 or above, on the four point scale, are awarded highest honors.

Three groups of recent graduates were selected for study: all bachelor graduates of May, 1972; May,1973; and the combined group graduating in August and December, 1972. In most parts of the study, analyses are kept separate for these three groups in order to observe among-group differences. The analysis does not include characteristics of students in general or graduates in general, but references are made to statistics previously gathered which concern UW-SP graduates in general.

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[1] William H. Clements, The Earmarks of College Success, Office of Institutional Research, UW-Stevens Point. pp.69. June, 1973.

Previous Evidences of Scholarship

The first analytic step was to compute high school rank means and ranges, ACT subscore and composite score means and ranges for honors, high honors, and highest honors graduates of each period. The means are shown in Tables 1, 2, and 3. The differences among mean scores of graduates by honors category were subjected to simple analysis of variance, and the F test for variances. In Table 1 we see the mean high school percentile ranks for honors graduates of May, 1972, were: highest honors 93.83; high honors 93.60; honors 85.80. The F ratio of differences among these means is significant beyond the .01 level of confidence. Thus the high school rank does help discriminate among honors levels of graduates. The higher the rank, the more likely that the graduate will have achieved highest honors. An even wider difference is shown in Table 2, where the mean rank for honors graduates is 82.08, and for highest honors graduates it is 96.26. Table 3 reveals that there were no significant differences among the high school percentile rank means of honors, high honors, and highest honors graduates of August and December, 1972, although highest honors graduates had the highest mean rank. The August graduates include mature students who regularly attend summer sessions in pursuit of a degree, some of them being experienced teachers. A pecularity of Table 3 is that all its measures of scholarship show higher means for honors graduates than for high honors graduates. Highest honors graduates inevitably averaged highest, however.

Tables 1 and 2 also show significantly different means for all subscores and composite scores of the ACT by honors category, with highest honors graduates averaging highest and high honors graduates next highest, with the exception of the May, 1972 ACT Natural Science means, which revealed no significant differences. All of these differences were significant beyond the .01 level.

When we consider that the mean high school percentile rank of UW-SP of these entering freshmen was about 62, and of all graduates a little above 70, it becomes clear that the high school rank is highly predictive of both graduation and honors status.

For the years when most of the graduates who are the subjects of this study, the mean ACT scores of entering freshmen were, approximately: English: 19.8; Mathematics: 21.9; Social Science; 22.4; Natural Science; 23.2; and Composite: 21.9. It is clear that the honors graduates can be identified in part by higher than average ACT scores, as shown in Tables 1, 2, and 3. The composite score is better than any subscore in distinguishing among honors catagories.

TABLE 1

ANALYSIS OF VARIANCE BY HONORS CATEGORY

MAY, 1972 GRADUATES

Variable	Mean Scores by Category			F Ratio	Significance
	Highest Honors	High Honors	Honors		
H.S. Percentile Rank	93.83	93.60	85.80	5.9659	4.75**
ACT English	25.18	23.34	22.23	5.0032	4.78**
ACT Math	29.27	26.13	24.70	5.1431	4.78**
ACT Soc. Sc.	29.09	26.22	24.79	6.5872	4.78**
ACT Nat. Sc.	28.09	25.83	25.86	1.5778	***
ACT Composite	27.81	25.60	24.36	7.5618	4.78**

* Significant to .05 level

** Significant to .01 level

*** Not Significant

TABLE 2

ANALYSIS OF VARIANCE BY HONORS CATEGORY

MAY, 1973 GRADUATES

Variable	Mean Scores by Category			F Ratio	Significance
	Highest Honors	High Honors	Honors		
H.S. Percentile Rank	96.26	89.76	82.08	8.8559	4.75**
ACT English	24.14	24.00	22.18	5.1484	4.75**
ACT Math	28.71	26.54	23.66	6.9060	4.75**
ACT Soc. Sc.	27.71	26.41	24.17	6.8527	4.75**
ACT Nat. Sc.	28.29	26.35	23.91	7.9893	4.75**
ACT Composite	26.71	25.62	23.40	9.2521	4.75**

* Significant to .05 level

** Significant to .01 level

*** Not Significant

TABLE 3

Analysis of Variance by Honors Category

Dec. and Aug. 1972 Graduates

Variable	Mean Scores by Catagory				F ratio	Significance
	Highest Honors	High Honors	Honors			
H. S Percentile Rank	88.62	81.87	84.59		0.2945	***
ACT English	26.28	20.20	22.68		2.7120	***
ACT Math	28.00	21.40	25.18		2.7012	***
ACT Soc. Sci.	27.85	23.60	26.18		2.9965	***
ACT Nat. Sc.	27.71	21.40	26.90		4.8133	3.30*
ACT Composite	27.59	21.60	25.22		5.4721	5.34**

* Significant to .05 level

** Significant to .01 level

*** Not Significant

Ranges

Mean scores do not show the complete picture of the relationship between measures of scholarship and honors status. Table 4 was prepared to show the range of scores for each honors level, for each graduation period. We may note for example that in only one case did a highest honors graduate rank below the 81st percentile in the high school class. One honors graduate had a percentile rank of 8. The lowest percentile for a high honors graduate was 49.

Highest honors graduates had only one ACT English score as low as 17, and the highest score recorded was a 30. High honors graduates had one ACT English score as low as six - a decided exception to the rule. The lowest ACT English score for an honors graduate was 5. The upper range did not favor highest honors graduates over others, but this category of graduates had no very low English ACT scores.

TABLE 4

Range of Ranks and Scores by Honors Level

Range of High School Rank by Type of Honor and Graduation Period

Type of Honor	GRADUATION PERIOD		
	May 1973	May 1972	Dec. Aug. 1972
Highest Honors	99-81	99-87	99-56
High Honors	99-49	99-63	98-65
Honors	99-8	99-34	98-11

Range of ACT English by Type of Honor and Graduation Period

Type of Honor	GRADUATION PERIOD		
	May 1973	May 1972	Dec. Aug. 1972
Highest Honors	28-17	30-21	28-24
High Honors	29-15	29-16	26-6
Honors	29-5	30-13	29-18

Range of ACT Math by Type of Honor and Graduation Period

Type of Honor	GRADUATION PERIOD		
	May 1973	May 1972	Dec. Aug. 1972
Highest Honors	34-17	35-25	33-15
High Honors	34-18	34-16	24-14
Honors	34-5	34-11	32-15

Range of ACT Social Science by Type of Honor and Graduation Period

Type of Honor	GRADUATION PERIOD		
	May 1973	May 1972	Dec. Aug. 1972
Highest Honors	34-20	32-22	31-24
High Honors	33-15	32-13	26-19
Honors	32-14	32-13	30-19

Range of ACT Natural Science by Type of Honor and Graduation Period

Type of Honor	GRADUATION PERIOD		
	May 1973	May 1972	Dec. Aug. 1972
Highest Honors	33-20	32-18	29-26
High Honors	32-10	32-16	27-15
Honors	32-11	32-10	31-20

Range of ACT Composite by Type of Honor Graduation Period

Type of Honor	GRADUATION PERIOD		
	May 1973	May 1972	Dec. Aug. 1972
Highest Honors	30-21	30-23	29-24
High Honors	31-19	30-17	26-14
Honors	30-12	30-16	29-20

Year of High School Graduation

A second inquiry is directed to the length of time that elapsed between high school graduation and the college degree for honors graduates. Tables 5, 6, and 7 show this time lapse by graduation period for each honors level. From Table 5 we see that all 12 highest honors students who received degrees in May, 1972 had graduated from high school in 1968, just four years earlier. Ten of the 44 high honors graduates had graduated from high school one to fourteen years earlier, among the 99 honors graduates, 172 had graduated from high school in 1968 and most of the other 27 are known to have graduated before 1968. As shown in Table 6, 15 of the 16 highest honors graduates for May, 1973 had graduated from high school in 1969, while 33 of 41 high honors graduates had finished high school in 1969 or four years earlier. Of the 125 honors graduates, 96 had completed high school study in 1969 and one in 1970. Perusing similar figures in Table 7 for December and August 1972 graduates, we may conclude that the higher the honors category the more likely that the college degree would be completed within four years. Since Table 7 includes the summer graduates, including more older students, it is not surprising that a greater proportion of these honors graduates had taken longer than others to complete their college work. Some of them had been teaching on a non-degree certificate.

TABLE 5

NUMBER OF MAY, 1972 GRADUATES BY

TYPE OF HONOR AND YEAR OF H.S. GRADUATION

Year of H.S. Graduation	Honors	High Honors	Highest Honors	Total
1968	72	34	12	118
1967	9	2	0	11
1966	1	2	0	3
1965	3	1	0	4
1964	3	2	0	5
1963	1	0	0	1
1961	1	0	0	1
1960	0	1	0	1
1959	1	0	0	1
1957	1	0	0	1
1954	1	0	0	1
1953	1	0	0	1
1950	1	0	0	1
1944	0	1	0	1
Undesignated	4	1	0	5
TOTALS	99	44	12	155

TABLE 6

NUMBER OF MAY, 1973 GRADUATES BY

TYPE OF HONOR AND YEAR OF H.S. GRADUATION

Year of H.S. Graduation	Honors	High Honors	Highest Honors	Total
1970	1	0	0	1
1969	96	33	15	144
1968	6	1	0	7
1967	2	0	0	2
1966	2	0	0	2
1965	4	4	0	8
1963	1	0	0	1
1962	0	1	0	1
1961	1	0	0	1
1960	2	0	0	2
1959	1	0	0	1
1958	1	0	0	1
1953	1	0	0	1
1951	0	0	1	1
1950	1	0	0	1
1949	1	0	0	1
1948	1	0	0	1
1946	1	0	0	1
1944	0	1	0	1
Undesignated	3	1	0	4
TOTALS	125	41	16	182

TABLE 7

NUMBER OF DEC. AND AUG. 1972 GRADUATES

BY TYPE OF HONOR AND YEAR OF H.S. GRADUATION

YEAR OF H.S. GRADUATION	HONORS	HIGH HONORS	HIGHEST HONORS	TOTALS
1969	2	1	0	3
1968	18	4	6	28
1967	1	0	2	3
1965	1	0	0	1
1964	1	1	0	2
1963	1	0	0	1
1961	1	1	0	2
1954	0	0	2	2
1951	1	0	0	1
1950	1	0	0	1
1946	1	0	0	1
1945	1	1	0	2
1941	1	0	0	1
1939	1	0	0	1
1936	0	1	0	1
1929	1	0	0	1
TOTALS	32	9	10	51

High School Size

A third characteristic examined was size of high school class from which honors students graduated. Tables 8, 9, and 10 show the number of honors graduates from each class size category, and the proportion from each class size which make up the total honors group. For purposes of comparison, the 1971-72 student body was distributed according to size of high school graduating class size on a percentage basis. In Table 8 we can see that honors graduates from class size 1-25 made up 2.6% of all honors graduates, but only 0.8% of the 1971-72 student body had graduated from high schools with class size 1-25. Similary, class sizes 26-50 and 51-100 produced more than the expected proportion of May 1973 honors graduates, as shown by the percentage distributions of Table 9. For example, 6.6% of the total honors graduates in that table came from class size 26-50, whereas only about 4% of the student body came from high school class size 26-50. The proportion's in Table 10 (graduates of August and December, 1972) strongly favor class sizes 1-25 and 51-100. In this table, the "undesignated" class size produced 13.7% of all honors graduates, whereas they make up only about 7% of the student population. Since August graduates include quite a number of older students for whom high school class size and other data are not known, we may conclude that a number of these older students who were non-degree teachers are included among these honors graduates.

TABLE 8

NUMBER AND PROPORTION OF MAY, 1972 HONORS GRADUATES

BY CLASS SIZE AND TYPE OF HONOR; COMPARED TO PROPORTION IN STUDENT POPULATION

Class Size	Honors	High Honors	Highest Honors	Total	% of Total Honors	% of Total Student Body '71 '72
1-25	1	1	2	4	2.6	0.8
26-50	7	9	1	17	11.0	3.9
51-100	19	9	2	30	19.4	13.1
101-250	35	14	5	54	34.8	32.7
251-500	21	7	2	30	19.4	27.9
501-750	2	1	0	3	1.9	9.0
Over 750	4	1	0	5	3.2	2.4
Undesignated	10	2	0	12	7.7	10.2
TOTALS	99	44	12	155	100.0	100.0

Mean class size, excluding undesignated class size, is the class size 101-250 for all types of honors.

TABLE 9

NUMBER AND PROPORTION OF MAY, 1973 HONORS GRADUATES

BY CLASS SIZE AND TYPE OF HONOR: COMPARED TO PROPORTION IN STUDENT POPULATION

Class Size	Honors	High Honors	Highest Honors	Total	% of Total Honors	% of Total Student Body '71 '72
1-25	1	0	0	1	0.6	0.8
26-50	7	4	1	12	6.6	3.9
51-100	26	8	3	37	20.3	13.1
101-250	37	11	5	53	29.1	32.7
251-500	34	15	6	55	30.2	27.9
501-750	9	2	0	11	6.1	9.0
Over 750	3	0	0	3	1.6	2.4
Undesignated	8	1	1	10	5.5	10.2
TOTALS	125	41	16	182	100.0	100.0

Mean class size, excluding undesignated class size, is the class size 101-250 for all types of honors.

TABLE 10

NUMBERS AND PROPORTION OF DEC. AND AUG. 1972 GRADUATES
BY CLASS SIZE AND TYPE OF HONOR: COMPARED TO PROPORTION IN STUDENT POPULATION

Class Size	Honors	High Honors	Highest Honors	Total	% of Total Honors	% of Total Student Body
1-25	0	1	1	2	3.9	.9
26-50	1	0	1	2	3.9	4.6
51-100	9	3	2	14	27.5	14.3
101-250	7	2	2	11	21.6	34.4
251-500	11	1	1	13	25.5	28.2
501-750	0	1	1	2	3.9	8.5
Over 750	0	0	0	0	0	2.2
Undesignated	4	1	2	7	13.7	6.9
TOTALS	32	9	10	51	100.0	100.0

Mean class size, excluding undesignated class size, is the class size 101-250 for all types of honors.

Teaching Intent

It is natural to ask whether or not graduates who intend to become teachers achieve honors level status more frequently than others, and whether the levels of honors tend to differ for teachers and non-teachers. Tables 11, 12, and 13 were prepared to answer the latter part of this question. Teacher intent and honors category are shown in these tables. Tables 12 and 13 show no significant difference in honors distributions for teachers and non-teachers. Table 11, for May 1972 graduates, shows a highly significant X^2 value. Those intending to be teachers included more than the expected number of high honors graduates, while non-teachers tended to dominate the honors category.

As to whether or not more teachers than non-teachers receive some kind of honors, proportinate to their numbers, we refer to the Count of Majors reports for these graduation periods. Following are the numbers and proportions of teachers and non-teachers among bachelor's graduates, as shown in the Count of Majors reports. The numbers do not always check with total graduates for the period, for in some cases teaching intent was uncertain for a few individuals

	Teachers		Non-Teachers	
Graduation Period	No.	Per cent	No.	Per cent
May, 1972	390	45.7	464	54.4
August, December, 1972	272	44.4	341	55.6
May, ~~1972~~ 1973	355	40.8	514	59.1

The chi-squared test was applied to bivariate tables, one variable of which was the honors - non-honors status and the other variable teaching as non-teaching intent, one for each graduation period. For May, 1972 graduates, the achievement of some kind of honors was linked with intent to teach. The chi-squared value of 2.9888 (1 d.f.) for May 1972 graduates was short of being significant. For August-December 1972 and May 1973 graduates, the relationship between honors achievement and intent to teach was highly significant. We may conclude that students preparing to teach are most likely to achieve honors.

TABLE 11

NUMBER OF MAY, 1972 GRADUATES BY
TEACHING INTENT AND TYPE OF HONOR

Teaching Intent	Honors	High Honors	Highest Honors	Total
Yes	42	31	7	80
No	56	13	5	74
Undesignated	1	0	0	1
TOTALS	99	44	12	155

*X^2 = 9.4257 Degrees freedom = 2 Reject chance

TABLE 12

NUMBER OF MAY, 1973 GRADUATES BY
TEACHING INTENT AND TYPE OF HONOR

Teaching Intent	Honors	High Honors	Highest Honors	Total
Yes	74	22	7	103
No	51	18	9	78
Undesignated	0	1	0	1
TOTALS	125	41	16	182

*X^2 = 1.4631 Degrees freedom = 2 Accept chance

* Excluding Undesignated Information

TABLE 13

NUMBER OF DEC. AND AUG. 1972 GRADUATES BY TEACHING INTENT AND TYPE OF HONOR

Teaching Intent	Honors	High Honors	Highest Honors	Total
Yes	20	6	8	34
No	12	3	2	17
TOTALS	32	9	10	51

X^2 = 1.0523 Degrees freedom = 2 Accept chance

Major Field of Study

If honors are related to teaching intent, are they also related to major field of study? Tables 14, 15, and 16 help answer this question. From these tables we can observe that 18.9% of the May 1972 graduates achieved honors. We may therefore look through Table 14 to see which departments have a much higher proportion of honors students among their graduates. If we arbitrarily exclude departments with fewer than 15 graduates during the period (since small samplings produce low reliability), we find the following departments with a much higher percentage of their graduates achieving some type of honors, as shown in Table 14: home economics 48.0%; mathematics 33.3%; communicative disorders 31.8%; and psychology 30.0%.

Table 15 shows a similar distribution for August and December 1972 graduates. Only 10.6% of these graduates achieved any honors. If small departments are excluded, the leading departments are: mathematics 28.0%; sociology-anthropology 18.1%, and biology 17.6%. In this table the lowest percentage of honors was found for resource management majors.

Some 21.3% of the May 1973 graduates received honors. Again excluding departments with fewer than 15 graduates, the leading departments in proportion of honors graduates are found to be: home economics education 47.1%; mathematics 42.2%; history 40.8%; physical education 32.6%; communicative disorders 33.3%; and communication 31.8%. None of the 17 geography majors had earned honors.

Since it is not certain that grades earned in different departments are precisely comparable, it is not possible to assert that some departments produce significantly stronger students than others. Perusal of these tables, however, will reveal that proportionately few students in some departments will achieve honors.

TABLE 14

NUMBER OF MAY, 1972 GRADUATES BY

MAJOR AND TYPE OF HONOR

Major	Honors	High Honors	Highest Honors	Honors Total	Graduate Total	% of Honors Graduates
Amer. Civ.	0	1/2	1/2	1	1	100.0
Art	2	1	0	3	16	18.0
Biology	6 1/2	3	0	9 1/2	42	22.6
Bus. Admin.	3 1/2	1	1	5 1/2	36 5/6	14.9
Bus. Educ.	1	0	0	1	12	8.3
Chemistry	2	0	1 1/2	3 1/2	8	43.7
Communication	2 1/2	0	0	2 1/2	18 1/2	13.5
Com. Disc.	4	2	1	7	22	31.8
Drama	0	0	0	0	3	0.0
Deaf Education	0	0	1	1	3	33.3
Early Child. Ed.	0	0	0	0	2	0.0
Economics	2 1/2	1	0	3 1/2	23 5/6	14.7
Elementary Ed.	16	7	1	24	109	22.0
English	4 1/2	3	1	8 1/2	36 1/2	23.3
Foods & Nutrition	0	0	0	0	17	0.0
Forestry	1	0	0	1	19	5.3
French	1/2	1	0	1 1/2	4 1/2	33.3
Geography	2	0	0	2	27	7.4
General Science	1	0	0	1	3 1/2	28.6
German	1/2	0	0	1/2	3	16.7
History	6	3 1/2	1	10 1/2	51	20.6
Home Ec.-General	0	0	0	0	4	0.0
Home Ec.-Business	0	0	0	0	1	0.0
Home Ec.-Ed.	6	5	1	12	25	48.0
Intermed. Ed.	5	2	0	7	45	15.6
Math.	2 1/2	3	1 1/2	7	21	33.3
Medical Tech.	0	1	0	1	1	100.0
Music	2	1	0	3	14	21.4
Philosophy	1	0	0	1	7	14.3

TABLE 14 - Continued

Major	Honors	High Honors	Highest Honors	Honors Total	Graduate Total	% of Honors Graduates
Physical Ed.	3	1	0	4	26 1/2	15.1
Physics	1	0	0	1	3	33.3
Political Sci.	2	1	1	4	28	14.3
Psychology	7 1/2	2 1/2	0	10	33 5/6	30.0
Resource Mgt.	1/2	0	0	1/2	40	1.3
Social Sci.	2	1	1/2	3 1/2	16 1/2	21.2
Sociology-Anthro.	3 1/2	0	0	3 1/2	46 1/2	7.5
Soil Science	1/2	2	0	2 1/2	4	62.5
Spanish	1	1/2	0	1 1/2	3	50.0
Water Mgt. & Sci.	3	0	0	3	14 1/2	20.7
Wildlife	2	1	0	3	24 1/2	12.2
Undesignated	1	0	0	1	1	100.0
TOTALS	99	44	12	155	818	18.9

If a student graduated with a double major, each major was counted as one-half.

If a student graduated with a triple major, each major was counted as one-third.

TABLE 15

NUMBER OF DEC. AND AUG. 1972 GRADUATES
BY MAJOR AND TYPE OF HONOR

Major	Honors	High Honors	Highest Honors	Honors Total	Graduate Total	% of Honors Graduates
Biology	4.5	0	0	4.5	25.5	17.6
Bus. Admin.	.5	.5	0	1	25.0	4.0
Bus. Ed.	1	0	0	1	9.0	11.1
Economics	.5	.5	0	1	20.0	5.0
Elem. Ed.	10	5	2	17	171.0	9.9
English	2	0	2	4	32.5	12.3
French	1	0	0	1	1.0	100.0
German	0	0	1	1	4.5	22.2
History	2	0	1	3	37.5	8.0
Home Ec. Ed.	0	0	1	1	12.0	8.3
Math	1.5	0	2	3.5	12.5	28.0
Med Tech	1	0	0	1	16.5	6.0
Music	1	1	0	2	5.0	40.0
P.E. Women	1.5	0	0	1.5	6.0	25.0
Political Sci.	.5	0	1	1.5	14.0	10.7
Psychology	3.5	1	0	4.5	33.0	13.6
Resource Mgt.	0	.5	0	.5	24.5	2.0
Sociology-Anthro.	1	0	0	1	5.5	18.1
Water	0	.5	0	5	8.5	5.8
Wildlife	5	0	0	5	13.5	3.7
TOTALS	32.0	9.0	10	51.0	477.0	10.6

If a student graduated with a double major, each major was counted as one-half.

If a student graduated with a triple major, each major was counted as one-third.

TABLE 16

NUMBER OF MAY, 1973 GRADUATES BY

MAJOR AND TYPE OF HONOR

Major	Honors	High Honors	Highest Honors	Honors Total	Graduate Total	% of Honors Graduates
Amer. Civ.	1/2	0	0	1/2	1 1/2	33.3
Art	3	0	0	3	14	21.4
Biology	5 1/2	2	0	7 1/2	57 1/2	13.0
Bus. Admin.	4	3	1/2	7 1/2	41 1/2	18.1
Bus. Educ.	2	1	0	3	8	37.5
Chemistry	1	1	0	2	7	28.6
Communication	7	0	0	7	22	31.8
Com. Disc.	3	1	1	5	15	33.3
Drama	0	0	0	0	6	0.0
Deaf Education	2	2	0	4	5 1/2	72.7
Early Child. Ed.	1	0	0	1	4	25.0
Economics	3 1/2	1	1/2	5	29 1/2	16.9
Elementary Ed.	17	5	2	24	147 1/2	16.3
English	5 1/2	1 1/2	1/2	7 1/2	30	25.0
Fishery	1	1/2	0	1 1/2	9 1/2	15.3
Forestry	2	0	0	2	18	11.1
French	3	0	0	3	4	75.0
General Science	1	0	0	1	5 1/2	18.2
Geography	0	0	0	0	17	0.0
German	2 1/2	0	0	2 1/2	5	50.0
History	10	5 1/2	0	15 1/2	38	40.8
Home Ec.-Business	1	0	0	1	18	5.6
Home Ec.-Ed.	8	3	1	12	25 1/2	47.1
Intermed. Ed.	1	1	1	3	36 1/2	8.2
Latin & Amer. Studies	0	0	0	0	1	0.0
Math.	5	2 1/2	2	9 1/2	22 1/2	42.2
Medical Tech.	0	0	0	0	3 1/2	0.0
Music	3	1	0	4	7 1/2	53.3
Music Ed.	1	1	0	2	6 1/2	30.8
Music Lit.	1/2	0	0	1/2	1/2	100.0

TABLE 16- Continued

Major	Honors	High Honors	Highest Honors	Honors Total	Graduate Total	% of Honors Graduates
Philosophy	0	0	1/2	1/2	3	16.7
Physical Ed.	7	0	0	7	21 1/2	32.6
Physics	0	0	0	0	1	0.0
Political Sci.	0	2 1/2	1/2	3	28 1/2	10.5
Psychology	3	1	3 1/2	7 1/2	38	19.7
Pulp & Paper	0	0	0	0	4	0.0
Resource Mgt.	3 1/2	0	0	3 1/2	59 1/2	5.9
Russian & East European Studies	1	1/2	0	1 1/2	1 1/2	100.0
Sociology	2 1/2	1 1/2	1 1/2	5 1/2	45 1/2	12.1
Social Sci.	2 1/2	0	0	2 1/2	11 1/2	21.7
Soil Science	1	0	0	1	5	20.0
Spanish	5	0	1/2	5 1/2	7 1/2	73.3
Water Mgt. & Sci.	3	1	0	4	15 1/2	26.3
Wildlife	2 1/2	1/2	1	4	4 1/2	88.9
Undesignated	0	2	0	2	0	0.0
TOTALS	125	41	16	182	854	21.3

If a student graduated with a double major, each major was counted as one-half.

If a student graduated with a triple major, each major was counted as one-third.

Relationship of GPR to Measures of Scholarship

At each honors level, the final grade point ratios of the graduates were correlated with each measure of scholarship: the high school percentile rank, the ACT subscores, and the ACT cumulative score. The purpose here was to see if highest honors graduates tended to show higher correlations between final GPR and the predictors of scholarship than did honors graduates, and to determine if there was any significant relationship between predictors obtained prior to college study and the final grade point ratio. The correlations are presented in Tables 17 through 27. Two facts can readily be obtained through inspection of these tables. The correlations are generally small, and most of them can readily be attributed to chance sampling, especially those for highest honors graduates. Since highest honors graduates are few in numbers, the standard errors are large. But more cases with the same representative values would prove the correlations strongly positive for highest honors graduates. For honors graduates the only significant positive correlation was between ACT natural science scores and cumulative GPR of May 1973 graduates. Despite lact of sufficient cases to prove the point conclusively, there is good evidence to indicate that the predictors were better for highest honors and high honors graduates than for honors graduates.

Predictors of success for the August and December 1972 graduates showed widely varying correlations. One explanation is the small number of cases involved, resulting in chance correlations. Some of the August honors graduates were older students for whom scores and ranks were not obtainable. This fact further limited the sampling. Only two of the correlations were strongly positive for August-December 1972 highest honors graduates: those for high school rank and ACT social science scores with the GPR.

TABLE 17

CORRELATION OF HIGH SCHOOL RANK TO CUMULATIVE GPR

MAY, 1973 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	82.08	0.0594	111	0.6213
High Honors	89.76	0.1203	39	0.7428
Highest Honors	96.26	-0.2359	15	0.8754

No Significant Correlations

MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	85.80	-0.1242	88	1.1609
High Honors	93.60	0.1751	40	1.0966
Highest Honors	93.83	0.7155*	12	3.2384

*Significant Correlation

TOTAL MAY, 1973 & MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	83.72	-0.0161	199	0.2257
High Honors	91.70	0.1387	79	1.2289
Highest Honors	95.18	0.1122	27	0.5648

No Significant Correlations

TABLE 18

CORRELATION OF ACT ENGLISH SCORES TO CUMULATIVE GPR

MAY, 1973 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	22.18	0.0009	100	0.0081
High Honors	24.00	0.1672	37	1.0034
Highest Honors	24.14	-0.3973	14	1.4997

No Significant Correlations

MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	22.01	-0.0226	85	0.2056
High Honors	23.34	0.2947	35	1.7717
Highest Honors	25.18	0.9415*	11	8.8373

*Significant Correlation

TOTAL MAY, 1973 & MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	22.10	-0.0035	185	0.0479
High Honors	23.68	0.2362*	72	2.0342
Highest Honors	24.60	-0.2804	25	1.4010

*Significant Correlation

TABLE 19

CORRELATION OF ACT MATH SCORES TO CUMULATIVE GPR

MAY, 1973 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	23.66	0.0466	100	0.4618
High Honors	26.54	0.0172	37	0.1018
Highest Honors	28.71	0.2640	14	0.9482
No Significant Correlations				

MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	24.70	0.0897	86	0.8206
High Honors	26.13	0.2984	36	1.8239
Highest Honors	29.27	0.4108	11	1.3517
No Significant Correlations				

TOTAL MAY, 1973 & MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	24.16	0.0175	186	0.2380
High Honors	26.56	0.2131	73	1.8386
Highest Honors	28.96	0.2934	25	1.4721
No Significant Correlations				

TABLE 20

CORRELATION OF ACT SOCIAL SCIENCE SCORES TO CUMULATIVE GPR

MAY, 1973 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	24.02	0.1191	101	1.1910
High Honors	26.40	0.3186	37	0.1602
Highest Honors	27.71	0.1001	14	0.3485

No Significant Correlations

MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	24.78	-0.0448	85	-0.4087
High Honors	26.22	0.3408*	36	2.1141
Highest Honors	29.09	0.5696*	11	2.0795

*Significant Correlations

TOTAL MAY, 1973 & MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	24.40	0.0363	185	0.4925
High Honors	26.31	0.3556	73	3.2064*
Highest Honors	28.32	0.2432	25	1.2027

*Significant Correlation

TABLE 21

CORRELATION OF ACT NATURAL SCIENCE SCORES TO CUMULATIVE GPR

MAY, 1973 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	23.88	0.2157*	100	2.1462
High Honors	26.32	0.1440*	37	3.6354
Highest Honors	28.28	0.0000	14	0.0000

*Significant Correlations

MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	25.85	0.0679	85	0.6200
High Honors	25.83	0.0434	36	0.2533
Highest Honors	28.09	0.2520	11	0.7813

No Significant Correlations

TOTAL MAY, 1973 & MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	24.78	0.0543	185	0.7347
High Honors	26.09	0.1801	73	1.5432
Highest Honors	28.20	0.0413	25	0.1983

No Significant Correlations

TABLE 22

CORRELATION OF ACT COMPOSITE SCORES TO CUMULATIVE GPR

MAY, 1973 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	23.40	0.0347	100	0.3434
High Honors	25.62	0.3272*	37	2.0488
Highest Honors	27.07	-0.0054	14	0.0186

*Significant Correlation

MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	24.36	0.0005	85	0.0041
High Honors	25.02	0.1104	35	0.6379
Highest Honors	27.81	0.4695	11	1.7637

No Significant Correlations

TOTAL MAY, 1973 & MAY, 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	23.84	0.0243	185	0.3287
High Honors	25.33	0.1849	72	1.5743
Highest Honors	27.40	0.1237	25	0.5977

No Significant Correlations

TABLE 23

CORRELATION OF HIGH SCHOOL RANK TO CUMULATIVE GPR

	DEC. AND AUG. 1972 GRADUATES			
Type of Honor	Mean of X	r	n	Critical Ratio
Honors	84.59	.0345	27	0.1726
High Honors	91.87	.2645	8	0.6718
Highest Honors	88.62	.5316	8	1.5377
No Significant Correlation				

TABLE 24

CORRELATION OF ACT MATH SCORES TO CUMULATIVE GPR

DEC. AND AUG. 1972 GRADUATES				
Type of Honor	Mean of X	r	n	Critical Ratio
Honors	25.18	.2164	22	0.9912
High Honors	21.40	.2824	5	0.5099
Highest Honors	28.00	-.2608	7	0.6041
No Significant Correlation				

TABLE 25

CORRELATION OF ACT ENGLISH SCORES TO CUMULATIVE GPR

DEC. AND AUG. 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	22.68	.1702	22	0.7735
High Honors	20.20	.3059	5	0.5564
Highest Honors	26.28	-.0486	7	0.1088

No Significant Correlations

TABLE 26

CORRELATION OF ACT SOCIAL SCIENCE SCORES TO CUMULATIVE GPR

DEC. AND AUG. 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	26.18	-.2321	22	1.0671
High Honors	23.60	.3642	5	0.6773
Highest Honors	27.85	.6441	7	1.8833

No Significant Correlations

TABLE 27

CORRELATION OF ACT NATURAL SCIENCE SCORES TO CUMULATIVE GPR

DEC. AND AUG. 1972 GRADUATES

Type of Honor	Mean of X	r	n	Critical Ratio
Honors	26.90	.1705	22	0.7739
High Honors	21.40	.6656	5	1.5450
Highest Honors	27.71	-.4165	7	1.1268

No Significant Correlation

TABLE 28

CORRELATION OF ACT COMPOSITE SCORES TO CUMULATIVE GPR

DEC. AND AUG. 1972 GRADUATES

Type of Honor	Mean of X1	r	n	Critical Ratio
Honors	25.22	.3950	22	1.9230
High Honors	21.60	.5298	5	1.0821
Highest Honors	27.59	-.2186	7	0.5009

No Significant Correlations

Occupation of Father

In order to determine whether or not college success is related to the father's occupation, the researchers obtained from permanent student records the father's occupation of all honors graduates, as indicated by the student on his application form. The responses thus given are those expressed about the end of the senior year in high school. The occupations of fathers of honors graduates are summarized by honors levels in Tables 29, 30, and 31. As shown in Table 29, fourteen occupations are listed for the 34 highest honors graduates for whom occupation of father is known. The most frequently named occupation is farmer (12 cases), while skilled workers were also plentiful: (electrician 3, machinist 4). We note also four whose fathers were salesmen.

Among high honors graduates as shown in table 30, the most frequently named occupations of fathers were: farmer, postal work, salesman, and manager. The variety of occupations suggests that superior scholarship is not clearly linked to any particular occupation or type of occupation. Among highest honors graduates, one listed the father's occupation as teacher trainee, and among high honors graduates, only two of the fathers were teachers.

As shown in Table 31, the most frequently named father's occupations are: farmer 28½, mechanic 14½, supervisor 12, business manager 9, businessman 8, salesman 8, engineer 8, foreman 6½, office worker 6, accountant 6, electrician 6, truckdriver 5, and maintenance work 5. A few were college professors or teachers. There is no way of determining how typical these occupations are of occupations in general. The proportion who are farmers is significant. The per cent of all honors graduates whose fathers were known to be farmers computed to 31.6% for highest honors graduates, 14.0% for high honors graduates and 11.1% for honors graduates. Thus farming as the father's occupation appears to be somewhat linked to superior college performance. But the great variety of occupations listed under father's occupation by honors graduates suggests that other factors, not the occupation of the father, will identify the superior student.

TABLE 29

Number of Highest Honor Graduates by Occupation of Father

Occupation of Father	May 1972	May 1973	Dec-Aug 1972	Total
Business Proprietor	1	1	0	2
Carpenter	0	1	0	1
Cheesemaker	1	0	0	1
Computor Analyist	1	0	0	1
Custodian	0	1	0	1
Electrician	1	1	1	3
Farmer	3	5	4	12
Fireman	0	1	0	1
Machinist	1	2	1	4
Millworker	0	1	0	1
Realtor	0	0	1	1
Salesman	1½	2	0	3½
Teacher Trainee	1	0	0	1
Trucker	½	0	0	½
Deceased	0	0	1	1
No Record	1	1	2	4
TOTALS	12	16	10	38

TABLE 30

Number of High Honors Graduates by Occupation of Father				
Occupation of Father	May 1972	May 1973	Dec-Aug 1972	Total
Accountant	1	0	0	1
Banker	1	0	0	1
Barber	1	0	0	1
Boatbuilder	0	1	0	1
Business Proprietor	1	2	0	3
Dir. Planning & Research	1	0	0	1
Doctor	1	0	0	1
Education Coordinator	0	1	0	1
Electrician	1	0	1	2
Engineer	2	2	0	4
Farmer	3	7	3	13
Florist	1	1	0	2
Foreman	3	1	0	4
Furniture Finisher	0	1	0	1
Highway Employee	1	1	0	2
Laborer	2	0	0	2
Machinist	0	0	1	1
Manager	4	3	0	7
Merchant	0	1	0	1
Millworker	2	1	0	3
Minister	0	1	0	1
Mortician	0	1	0	1
Pipefitter	0	1	0	1
Policeman	0	1	0	1
Post Office	5	2	0	7
Railroad	0	3	0	3
Rollgrinder	1	0	0	1
Sandcoater	1	0	0	1
Supervisor	1	0	0	1
Salesman	1	5	1	7
Teacher	0	2	0	2

Continued... TABLE 30

Occupation of Father	May 1972	May 1973	Dec-Aug 1972	Total
U.S. Army	1	0	0	1
Retired	2	1	0	3
Deceased	1	2	0	3
No Record	6	0	3	9
TOTALS	44	41	9	94

TABLE 31

Number of Honors Graduates by Occupation of Father				
Occupation of Father	May 1972	May 1973	Dec-Aug 1972	Total
Accountant	3	3	0	6
Artificial Insiminator	1	0	0	1
Attorney	1	0	0	1
Barber	0	1	0	1
Blacksmith	0	1	0	1
Busdriver	0	2	0	2
Businessman	3	5	0	8
Business Manager	6	2	1	9
Business Proprietor	2	0	0	2
Cable Slicer	1	0	0	1
Carpenter	1	1	1	3
Cardealer	0	0	1	1
City Employee	0	2	1	3
College Administrator	0	1	0	1
College Professor	2	1	1	4
Company President	1	2	0	3
Contractor	0	0	1	1
Dairy	1	2	0	3
Designer-Draftsman	1	0	0	1
Electrician	1	5	0	6
Engineer	5	3	0	8
Escavator	0	1	0	1
Factory and Millwork	4	7	1	12
Farmer	12	13½	3	28½
Feedgrinder	1	0	0	1
Fireman	0	0	1	1
Foreman	3½	3	0	6½
Gas Dealer	0	2	0	2
Highway Employee	1	0	1	2
Hospital Administrator	1	0	0	1
Hydraulics	1	0	1	2
Inspector	1	1	0	2
Knifegrinder	0	1	0	1

Continued...

TABLE 31

Occupation of Father	May 1972	May 1973	Dec-Aug 1972	Total
Laborer	0	3	1	4
Lumberman	1	2	0	3
Maintenance	1	1	3	5
Mason	0	1	0	1
Mechanic	3	11½	0	14½
Minister	0	2	1	3
Mink Rancher	1	0	0	1
Office Worker	2	3	1	6
Oil Jobber	0	0	1	1
Optician	1	0	0	1
Pipefitter	1	0	0	1
Planner	0	0	1	1
Post Office	0	3	0	3
Printer	0	1	0	1
Purchasing Agent	1	0	0	1
Railroad	2	1	0	3
Real Estate	1	0	0	1
Repairman	0	1	0	1
Saftey Director	1	0	0	1
Salesman	1	6	1	8
Sales Executive	1	0	0	1
Specifications Analyist	1	0	0	1
State Legislator	0	½	0	½
Supervisor	6	5	1	12
Teacher	1	1	1	3
Technician	1	1	0	2
Telephone Company	0	1	0	1
Tool and Dye Maker	1	0	0	1
Truckdriver	2½	2½	0	5
U.S. Navy and Air Force	2	0	0	2

Continued... TABLE 31

Occupation of Father	May 1972	May 1973	Dec-Aug 1972	Total
Vender	0	1	0	1
Village Clerk	1	0	0	1
Retired	0	3	0	3
Deceased	4	5	0	9
No Record	9	10	8	27
TOTALS	99	125	32	256

Occupation of Mother

The distribution by mother's occupation is shown in Tables 32,33, and 34. It is immediately apparent that "housewife" is the prevailing occupation of mothers of honors students. Housewife was the listed occupation of 68.4% of the mothers of highest honors graduates, 55.3% of the mothers of high honors graduates, and 57.0% of the mothers of honors graduates. Thus the proportion who were housewifes is greatest for highest honors graduates. Other vocations frequently mentioned are: teacher and secretary. For honors graduates, factory worker and salesclerk may be added to the list of vocations of mothers. But again a variety of vocations are represented.

TABLE 32

Number of Highest Honors Graduates by Occupation of Mother				
Occupation of Father	May 1972	May 1973	Dec-Aug 1972	Total
Banker	1	0	0	1
Business Proprietor	0	1	0	1
Clerk	1	1	0	2
Housewife	9	11	6	26
Secretary	0	1	0	1
Teacher	0	0	2	2
Waitress	0	1	0	1
No Record	1	1	2	4
TOTALS	12	16	10	38

TABLE 33

Number of High Honors Graduates by Occupation of Mother				
Occupation of Mother	May 1972	May 1973	Dec-Aug 1972	Total
Beautician	1	0	0	1
Clerk	0	1	0	1
Court Reporter	1	0	0	1
Factory Worker	0	2	0	2
Florist	0	1	0	1
Housewife	26	22	4	52
Librarian	1	1	0	2
Nurse	3	1	0	4
Secretary	1	4	0	5
Teacher	3	6	1	10
Telephone Operator	1	0	0	1
Waitress	0	2	0	2
Retired	1	1	0	2
No Record	6	0	4	10
TOTALS	44	41	9	94

TABLE 34

Number of Honors Graduates by Occupation of Mother				
Occupation of Mother	May 1972	May 1973	Dec-Aug 1972	Total
Beautician	1	0	1	2
Business Proprietor	2	1	0	3
Cook	0	0	2	2
Credit Manager	1	0	0	1
Clerk	0	1	0	1
Director of Nurses	1	0	0	1
Dental Assistant	1	0	0	1
Factory	6	5	2	13
Farmer	1	1	0	2
Kindergarten Principal	1	0	0	1
Keypunch Operator	1	0	0	1
Housewife	57	74	15	146
Laborer	0	2	0	2
Librarian	1	1	0	2
Manager	0	1	0	1
Manager	0	1	0	1
Nurse	1	1	0	2
Office Worker	1	5	1	7
Optician	0	1	0	1
Office Supervisor	1	0	0	1
Newspaper Writer	1	0	0	1
Secretary	5	10	0	15
Salesclerk	3	5	2	10
Seamstress	0	2	0	2
Teacher	4	3	2	9
Waitress	1	3	0	4
Retired	0	1	0	1
Deceased	3	0	0	3
No Record	7	7	7	21
TOTALS	99	125	32	256

ENGLISH COMPOSITION ACHIEVEMENT

A final predictor of honors level graduation, obtained from the office of the Registrar, was the grade in freshman composition. A basic course in composition had been taken during the freshman year by nearly all graduates. On the four point scale, two semester grades of A would yield a 4.00 average, an A and a B would yield 3.50, two B grades would produce a 3.00 average, etc..

The summaries of grade averages in freshman composition of honors graduates for the various graduation periods are given in Tables 35, 36, and 37. Here we see that a total of four students were exempt from the courses, four received "pass" and no record was obtained for 20 students. While there were no records for two highest honors graduates, none were exempt and none received "pass." Also, none received less than a 3.00 average in freshman composition. The overall average in freshman composition was about 3.60.

High honors graduates had composition averages ranging from 1.50 to 4.00, with a mode of 3.00 and a mean slightly above 3.30. Honors graduates had composition averages ranging from 1.00 to 4.00, also with a mode of 3.00 and a mean near 3.10.

The table distributions reveal that very few honors graduates had below a B average in freshman composition, and that honors level is related positively to freshman composition performance.

TABLE 35

DISTRIBUTION BY ENGLISH GPR CATEGORY AND HONORS LEVEL

MAY 1972 GRADUATES

ENGLISH COMPOSITION GPR	TYPE OF HONORS			TOTALS
	Highest	High	Honors	
4.00	4	8	9	21
3.50	3	10	22	35
3.00	4	17	31	52
2.50	0	4	22	26
2.00	0	0	8	8
1.50	0	0	1	1
1.00	0	0	1	1
Exempt	0	0	0	0
Pass	0	1	0	1
No Record	1	4	5	10
TOTALS	12	44	99	155
Mean GPR	3.5	3.3	3.0	3.1

Distribution by English GPR Category and Honors Level

Continued... TABLE 36

MAY 1973 GRADUATES				
ENGLISH COMPOSITION GPR	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
4.00	7	10	12	29
3.50	6	10	35	51
3.00	2	14	49	65
2.50	0	0	12	12
2.00	0	2	8	10
1.50	0	1	0	1
1.00	0	0	0	0
Exempt	0	1	3	4
Pass	0	1	2	3
No Record	1	2	4	7
TOTALS	16	41	125	182
Mean GPR	3.7	3.3	3.1	3.2

TABLE 37

DEC.-AUG. 1972				
ENGLISH COMPOSITION GPR	TYPE OF HONORS			TOTALS
	Highest	High	Honors	
4.00	6	2	7	15
3.50	2	3	11	16
3.00	2	1	7	10
2.50	0	1	1	2
2.00	0	0	5	5
No record	0	2	1	3
TOTALS	10	9	32	51
Mean GPR	3.7	3.4	3.2	3.4

The foregoing characteristics of honors graduates were obtained through school records. Some data, however, were obtained by personal letter and accompanying questionnaire to the graduates themselves. The tables that follow were devised from questionnaire responses. Since these responses were anonymous and confidential, the data are based on responses to a single letter to each individual. A copy of the cover letter and the questionnaire used are appended to this report. Following is a summary of the proportion of responses received compared to those requested by honors level.

Graduate Honors Level	Number of Responses	Number of Requests	% of Total
Highest Honors	25	38	65.78
High Honors	59	94	62.76
Honors	153	256	59.76
TOTAL	237	388	61.08

Thus it can be seen that the response totaled about 61% overall, with the greatest proportion from highest honors graduates, and the lowest proportion from honors graduates. About 2% of the letters came back with address unknown after a second mailing attempt.

Age and Sex of Honors Graduates

The questionnaire asked for sex of graduates and age to the nearest year when graduated. The summary of responses is shown in Table 38. Of the 25 highest honors graduates, 7 were men and 18 were women. There were 14 men and 45 women among responding high honors graduates. Among honors graduates the proportion was more even: 65 men and 88 women. Overall, 38.2% of the responses came from men while 61.8% came from women. Among all listed honors graduates 36.3% were men and 63.7% were women, despite the fact that men greatly outnumber women in the student population. It can be seen also that 64% of the responding highest honors graduates and more than 75% of the high honors graduates were women.

The majority of the responding honors graduates received their degrees at age 21 or 22, and the great majority of these were women. Those whose ages ranged from 23 to 31 were mostly men. However, because there were no listed men who graduated with honors who were over 36 years old, yet 14 women in the honors category who received degrees at ages 37 to 60, the women graduates tended to average older than men in all but the high honors category.

TABLE 38

NUMBER OF HONORS GRADUATE STUDENTS BY TYPE OF HONOR, AGE, AND SEX

AGE	TYPE OF HONORS						TOTALS	
	Highest		High		Honors			
	Male	Female	Male	Female	Male	Female	Male	Female
21	0	3	5	14	14	25	19	42
22	6	10	4	24	30	41	40	75
23	1	2	0	1	9	2	10	5
24	0	0	0	1	2	2	2	3
25	0	0	0	2	3	2	3	4
26	0	0	3	0	2	2	5	2
27	0	0	0	0	2	0	2	0
28	0	0	0	0	0	1	0	1
29	0	0	1	0	0	0	1	0
30	0	0	0	1	2	0	2	1
31	0	0	1	0	1	0	2	0
36	0	1	0	0	0	1	0	2
37	0	1	0	0	0	1	0	2
40	0	1	0	0	0	2	0	3
42	0	0	0	0	0	1	0	1
43	0	0	0	0	0	2	0	2
45	0	0	0	1	0	0	0	1
48	0	0	0	0	0	1	0	1
50	0	0	0	0	0	1	0	1
54	0	0	0	0	0	1	0	1
59	0	0	0	0	0	1	0	1
60	0	0	0	1	0	0	0	1
Unknown	0	0	0	0	0	2	0	2
TOTALS	7	18	14	45	65	88	86	151
Mean Age	22.1	24.6	23.6	23.4	22.8	24.9	22.9	24.4

Percent of College Expenses Paid Through Own Earnings

The questionnaire asked the honors graduates to indicate the approximate percent of their college expenses that they financed through own earnings or spouse's including amounts borrowed that must be repaid. A summary of the responses to this question is presented in Table 39. It should be recognized that the State pays about 75% of the cost of U.W. College education. Proportions referred to in the table are those borne by the student. Overall the estimated average was 73.5% for men and 62.4% for women graduates. About a third of the respondents said they had earned their way entirely. Both for men and women, highest honors graduates reported earning a greater percentage of their college expenses than did others, on the average and 23 of the 25 estimated that they paid 50% or more of their college expenses.

The author has reviewed available data with the UWSP Director of Financial Aids, and concludes that the average graduate pays less than 50% of his college expenses through his own earnings. It appears that honors graduates do, on the average, earn a higher proportion of their college expenses than do other graduates.

TABLE 39

PER CENT OF COLLEGE EXPENSES CARRIED BY GRADUATE BY HONORS LEVEL

PER CENT	TYPE OF HONORS						TOTALS	
	Highest		High		Honors			
	Male	Female	Male	Female	Male	Female	Male	Female
100	3	5	5	7	17	14	25	26
99	0	0	0	0	1	0	1	0
98	0	1	0	0	1	0	1	1
95	0	2	0	2	2	5	2	9
90	1	1	2	4	5	6	8	11
85	0	1	1	0	0	2	1	3
80	0	0	1	1	6	6	7	7
75	0	1	0	5	10	9	10	15
70	0	0	0	1	3	3	3	4
66	0	0	0	1	0	0	0	1
65	0	1	0	2	1	1	1	4
60	2	1	1	1	2	2	5	4
50	1	2	3	8	6	16	10	26
45	0	0	0	0	0	1	0	1
40	0	0	1	3	1	1	2	4
35	0	0	0	0	0	1	0	1
33	0	0	0	0	2	2	2	2
30	0	0	0	2	1	3	1	5
25	0	0	0	2	1	2	1	4
20	0	0	0	1	1	5	1	6
15	0	2	0	1	1	0	1	3
10	0	0	0	2	0	4	0	6
5	0	1	0	0	2	0	2	1
2	0	0	0	0	0	1	0	1
1	0	0	0	1	0	0	0	1
0	0	0	0	1	2	4	2	5
TOTALS	7	18	14	45	65	88	86	151
Mean Per Cent	80.0	72.1	78.2	60.4	71.8	61.4	73.5	62.4

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Income of Parent(s)

The questionnaire asked for an estimate of the parental income of graduates at the time they were high school seniors. The parental income categories, and the number of responses in each category, are shown in Table 40. For highest honors graduates, the modal category of estimated income of parents was the $7500-9999. This category was the mode for honors graduates at all levels. Only 4.6% of all honors graduates reported a parental income of $20,000 or more, and none of these was a highest honors graduate. At least a third of all honors graduates who responded reported a parental income below $7500 at the time they were high school seniors.

If one assumes the mean of the "under $5000" category to be $3000, the mean of the "$20,000 of more" category to be $23,000, and other category means to be midpoints of the respective categories, then the mean parential incomes are estimated as shown in Table 40. Here we find that highest honors graduates had a reported mean parental income of $8671; high honors graduates had a somewhat higher average of $9064, while for honors graduates the mean was $9179. It is apparent that very few honors graduates come from high income families.

TABLE 40

NUMBER OF HONORS GRADUATES BY INCOME OF PARENT AND TYPE OF HONORS

INCOME OF PARENT	TYPE OF HONORS						TOTALS	
	Highest		High		Honors			
	No.	%	No.	%	No.	%	No.	%
Under $5,000	4	16.0	1	1.7	24	15.7	29	12.3
$5,000 - 7,499	4	16.0	20	33.9	27	17.6	51	21.5
$7,500 - 9,999	10	40.0	19	32.2	44	28.8	73	30.8
$10,000 - 14,999	5	20.0	10	16.9	41	26.8	56	23.6
$15,000 - 19,999	2	8.0	6	10.2	8	5.2	16	6.8
$20,000 or more	0	0.0	2	3.4	9	5.9	11	4.6
Unknown	0	0.0	1	1.7	0	0.0	1	0.4
TOTALS	25		59		153		237	

Hobbies

Of considerable interest to those who would understand the honors student is what such students do with their spare time. One item in the questionnaire reads: "List your hobbies, or activities you prefer to pursue during your spare time." Table 41 is a summary of the responses to this question by type of hobby. It is not possible to compare the hobbies of honors graduates with those of all graduates or all students, since we have no such recent surveys for all students. However, several observations may be made about Table 41, where the hobbies are listed by honors level. Nearly five hobbies were listed per response, on the average, with the largest mean (5.28) for high honors graduates. Gardening is the most frequently listed agricultural activity. A number also enjoyed cooking. Perhaps somewhat startling is the preference for crocheting, knitting, and sewing. Quite a few respondents named music as a hobby, but the most frequently listed hobby of all is reading. Among recreation and games, the most popular is biking. Others frequently named were camping, canoeing, fishing, and swimming. The men especially showed interest in sports, frequently listing such sports as basketball, bowling, golf, hiking, snow skiing, and tennis. Surprisingly few honors graduates listed football or baseball as a favorite sport. Some respondents indicated traveling as a favorite pastime. When highest honors graduates' hobbies are compared with others, such hobbies as art, dance, and crocheting are somewhat peculiar to highest honors graduates.

TABLE 41

NUMBER OF HOBBIES OR ACTIVITIES BY TYPE OF HONOR

ACTIVITIES AND/OR HOBBIES	TYPE OF HONOR			TOTAL
	Highest	High	Honors	
Agricultural Activities				
Farming	1	0	3	4
Gardening	2	8	16	26
Horticulture	0	0	3	3
Animals				
Bird Watching	0	1	0	1
Goldfish	1	0	2	3
Horses	0	0	1	1
Training Pets	0	0	1	1
Tropical Fish	0	1	0	1
Wild Animals	0	0	1	1
Antiques	0	0	1	1
Astronomy	1	0	1	2
Auctions	0	1	0	1
Baking	1	1	2	4
Building	0	0	1	1
Carpentry	0	1	0	1
Church Work	0	2	0	2
Collecting				
American Artifacts	0	1	0	1
Coins	0	4	1	5
Rocks	0	0	1	1
Stamps	1	1	2	4
Cooking	3	7	17	27
Crafts	0	4	15	19
Ceremics	0	1	1	2
Crewel-Embroidery	0	2	5	7
Crocheting	5	2	4	11

Continued... TABLE 41

ACTIVITIES AND/OR HOBBIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
Decoupage	0	1	4	5
Furniture Refinishing	0	2	3	5
Home Decorating	0	1	3	4
Knitting	4	9	15	28
Macreme'	0	1	1	2
Needlework	1	5	5	11
Paper Toile	0	1	0	1
Quilting	1	0	1	2
Sewing	14	26	44	84
Stitchery	1	1	1	3
Woodworking	0	0	4	4
Current Events	0	0	1	1
Driving	0	0	1	1
Educational Activities				
Classes	0	0	1	1
Foreign Languages	0	1	0	1
Graduate Courses	0	1	0	1
Inventing	0	0	1	1
Night Classes(no credit)	0	1	0	1
Research	0	0	1	1
Seminars	0	1	0	1
Summer School	0	0	1	1
Teaching Children	0	3	0	3
Electronics	1	0	1	2
Fine Arts				
Art	3	1	0	4
Painting	0	2	6	8
Photography	0	5	6	11
Sketching	0	1	0	1
Dance	3	1	8	12

Continued... TABLE 41

ACTIVITIES AND/OR HOBBIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
Music	7	10	22	39
Cello	0	1	0	1
Clarinet	0	0	2	2
Concerts	0	2	0	2
Flute	0	0	1	1
Opera	0	1	0	1
Organ	0	1	1	2
Percussion	0	0	2	2
Piano	0	5	10	15
Singing	0	1	0	1
Poetry	0	0	1	1
Writing	1	4	4	9
Hypnosis	0	0	1	1
Mechanics	0	0	1	1
Media				
Movies	0	1	4	5
Radio	0	0	1	1
Television	0	4	8	12
Metal Enameling	0	0	1	1
Paper Hanging	0	0	1	1
Reading	17	37	89	143
Recreation and Games	0	0	8	8
Backpacking	0	0	2	2
Badminton	0	0	3	3
Biking	5	26	45	76
Boating	0	0	1	1
Bridge	0	0	2	2
Camping	4	7	22	33
Canoeing	2	5	4	11

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Continued... TABLE 41

ACTIVITIES AND/OR HOBBIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
Cards	1	0	0	1
Chess	1	1	1	3
Fishing	3	12	25	40
Flying	0	0	1	1
Hunting	2	8	15	25
Mountain Climbing	0	0	1	1
Sailing	0	1	0	1
Skating	1	1	0	2
Snowmobiling	0	0	1	1
Snowshoeing	0	0	1	1
Swimming	6	11	27	44
Target Shooting	0	1	2	3
Trapping	0	0	2	2
Repairing	0	0	1	1
Scrapbooks	0	0	1	1
Shopping	0	0	1	1
Social Activities	0	0	5	5
Community Services	0	0	3	3
Meeting People	0	0	1	1
Social Work	1	0	0	1
Youth Work	2	0	0	2
Sports	1	7	19	27
Archery	0	0	1	1
Baseball	0	0	5	5
Basketball	2	2	11	15
Bowling	2	8	11	21
Curling	0	0	1	1
Football	0	1	2	3
Golf	2	6	18	26
Handball	1	0	0	1

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Continued... TABLE 41

ACTIVITIES AND/OR HOBBIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
Hiking	1	6	25	32
Horseback Riding	0	1	0	1
Jogging	1	2	3	6
Racing	0	0	1	1
Racketball	0	0	3	3
Snow Skiing	4	10	18	32
Soccer	1	0	1	2
Soccer Officiating	0	0	1	1
Softball	1	2	4	7
Spectator at Sports	1	2	0	3
Squash	0	0	1	1
Table Tennis	0	1	2	3
Tennis	5	16	40	61
Volleyball	1	4	3	8
Water Skiing	1	0	4	5
Weightlifting	0	0	4	4
Sunbathing	0	0	2	2
Traveling	3	3	18	24
Tree Thinning	0	0	1	1
Trout Raising	0	0	1	1
Wine Making	0	0	1	1
TOTALS	123	312	711	1146
Average Number of Activities per person	4.92	5.28	4.64	4.83

Honors and Awards

Question 6 of the survey instrument to honors graduates reads: "If you won any honors or awards while is high school, please list." The summary of responses to this request is shown is Table 42, where award titles are listed alphabetically by title, by level of honors graduation. The mean number of honors listed was computed at each honors graduation level. The following means were obtained: highest honors graduates: 3.12; high honors graduates: 2.30; and honors graduates: 2.11. Thus it can be seen that there is a positive relationship between college grade point ratio and the number of honors listed on the questionnaire response as having been received in high school.

The most frequently listed honor (86 such responses) was the National Honors Society Award. Others most frequently listed were: music, honor roll, forensics, valedictorian, top 10% of class, DAR award, Wisconsin Honors Scholarship, sports awards, and Laird Youth Leadership Scholarship. For highest honors women, one of the most frequently listed award was the Badger Girls State Award.

Since the great majority of the honors graduates responding listed one or more honors received in high school, it seems apparent that nearly all of these honors graduates had already distinguished themselves while in high school. Also, the higher the GPR level, the more likely that such honors would be listed. High school honors were listed by 96% of the highest honors graduates, 83% of the high honors graduates, and 78% of the honors graduates. Overall, 81% of the honors graduates who responded to the questionnaire had listed one or more honors received in high school.

TABLE 42

NUMBER OF HONORS OR AWARDS RECEIVED WHILE IN HIGH SCHOOL BY TYPE OF HONORS

HONORS AND/OR AWARDS	TYPE OF HONORS			TOTALS
	Highest	High	Honors	
All-Area	0	0	1	1
All-Conference	0	0	2	2
All-State	0	0	1	1
American Legion Award	0	0	4	4
Art Award	0	1	1	2
Badger Boys State	0	1	5	6
Badger Girls State	6	4	3	13
Basketball Award	0	2	6	8
Baton Twirling Award	0	0	1	1
Bausch and Lamb Science Award	0	0	1	1
"Best All Around"	0	0	1	1
Betty Crocker Award	1	0	1	2
Bishop's Medal	0	0	1	1
Business Award	0	1	0	1
Chamber of Commerce Scholarship	0	1	0	1
Cheerleading Award	0	1	1	2
Chemistry Award	1	0	0	1
Citizenship Award	0	0	1	1
Class Officer	0	0	8	8
Club Officer	0	2	0	2
Creative Writing Contest Winner	0	1	0	1
Dairy Princess	1	0	1	2
Danford Foundation Award	0	1	0	1
DAR Award	5	6	8	19
Debate Award	0	0	4	4
Dramatics Award	0	0	2	2
Economics Award	0	0	1	1
Editor-School Paper	0	2	0	2

Continued... TABLE 42

HONORS AND /OR AWARDS	TYPE OF HONORS			TOTALS
	Highest	High	Honors	
Elk's Constitution Contest Winner	0	0	1	1
Elk's Home Economics Award	0	0	2	2
English Award	0	1	0	1
Falk Corporation Scholarship	0	1	0	1
FFA Award	1	0	0	1
FHA Junior Chapter Award	0	0	4	4
Football Scholarship	0	0	7	7
Forensics	5	3	14	22
French Award	0	0	2	2
Freshman Scholarship	0	0	1	1
FTA Scholarship	0	0	3	3
GAA Letter	0	0	1	1
Gamma Sigma Award	0	0	2	2
Geometry Award	0	0	1	1
Gold "A" Award	1	0	0	1
Golden Library Scholarship	0	1	0	1
Golf Award	0	0	2	2
Home Economics Scholarship	0	1	1	2
Honor Roll	8	7	21	36
John Philip Sousa Award	2	2	3	7
Key Club Award	0	1	0	1
Kiwanis Club Award	1	0	2	3
Ladies Auxiliary Award	0	0	1	1
Laird Youth Leadership Scholarship	2	2	11	15
Lancer-Spartan Scholarship	1	0	0	1
Latin Award	0	0	1	1
Leadership Award	0	1	1	2
Legislative Scholarship	0	0	1	1
Letterman's Club	1	4	5	10
Lion's Club Scholarship	0	1	1	2

Continued... TABLE 42

HONORS AND/OR AWARDS	TYPE OF HONORS			TOTALS
	Highest	High	Honors	
"Make It Yourself With Wool" Contest	0	0	1	1
Mark Sing Spanish Scholarship	0	0	1	1
Math Award	2	2	0	4
Maxwell Award	1	0	0	1
Milwaukee Art Contest Winner	0	0	1	1
Miss Marquette County	0	0	1	1
Mu Alpha Theta	1	0	0	1
Music	6	10	26	42
National Choral Award	0	0	1	1
National Honor Society	8	31	47	86
National Merit Scholarship	0	4	1	5
National "W" Club Award	0	0	2	2
NEDT Certificate	0	0	1	1
Optimist Youth Award	1	1	0	2
Outstanding Student	3	4	4	11
Pep Club Scholarship	1	0	0	1
Perfect Attendence Award	0	0	2	2
Photo Club Award	0	0	1	1
Physics Award	1	1	0	2
PTA Award	0	0	1	1
Quill and Scroll	0	1	5	6
Reading Honors	0	2	0	2
Rotary Club Scholarship	0	1	2	3
Salutatorian	1	2	6	9
Scholarship $100	0	2	1	3
School Achievment Award	0	0	1	1
Science Award	1	0	4	5
Service Award	0	2	1	3
Spanish Award	0	0	3	3
Sports	2	2	12	16

Continued...

TABLE 42

HONORS AND/OR AWARDS	TYPE OF HONORS			TOTALS
	Highest	High	Honors	
State Dress Review	0	0	1	1
State Speaking Contest Winner	0	0	1	1
State 4-H Chorus	0	0	1	1
State 4-H Congress Delegate	0	0	1	1
Student Council	1	0	6	7
Top 10% of Class	2	4	14	20
Trees for Tomorrow Delegate	0	1	1	2
Tuition Scholarship	0	0	1	1
Typing Award	0	2	2	4
Valedictorian	6	9	6	21
VFW Outstanding Citizenship Award	0	1	1	2
VFW Voice of Democracy Contest Winner	0	0	2	2
Voice of Youth Contest Winner	0	1	0	1
WEA Good Citizenship Award	0	1	1	2
Werner Witte Award	0	0	1	1
Who's Who in American High Schools	0	1	0	1
Wisconsin Honor Scholarship	5	3	9	17
Wrestling Scholarship	0	0	2	2
Yearbook Award	0	0	5	5
Young American Award	0	0	1	1
TOTALS	78	136	323	537
Number of Honors per person	3.12	2.30	2.11	2.26

College Activities

A final request on the questionnaire was for the honors graduate to list " college activities in which you participated." The responses are compiled in Table 43. The table uses subheadings under such general headings as "Academic Organizations" and " Greek Organizations." Some of the most frequently mentioned activities were: sports, intramurals, Greek Organizations, American Women Honorary Society, Resident Hall Council, student assistant, and various music organizations. Some other activities that were participated in especially by highest honors graduates include Semester Abroad and tutoring. The great variety of participation, and the smaller numbers of participants might well be linked to special interests in programs where comparatively few students are enrolled.

The mean number of reported activities per person was 2.1, although highest honors graduates reported an average of 2.9 activities, while high honors graduates averaged 1.8. When these numbers are compared to the number of high school awards or honors, it seems clear that in general these young people must have participated in more high school activities than college activities. Also, the variety of college activities was probably more varied.

Despite the strong tendency to participate in college activities, there were a number of honors graduates who reported that they took part in nothing except their studies. All 100% of the highest honors graduates listed at least one college activity compared to 85% of the high honors graduates and 80% of the honors graduates. These facts indicate a positive relationship between the GPR and participation in college activities.

TABLE 43

NUMBER OF COLLEGE ACTIVITIES BY TYPE OF HONORS

ACTIVITIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
Academic Organizations				
Biology Club	0	0	2	2
Chemistry Society	0	0	1	1
Geography Club	0	1	1	2
History Club	0	0	3	3
National Science Foundation	0	0	1	1
Political Science Association	1	1	1	3
Psychology Club	1	0	3	4
Science Honor Society	0	0	1	1
Society of Physics Students	0	0	1	1
Sociology Club	1	0	1	2
Albertson Award Committee	0	0	1	1
A.B.C. Bowl	1	0	0	1
American Women Honor Society	4	1	15	20
A.C.H.A.	0	0	1	1
Business Fraternity	0	0	2	2
Cheerleader	0	2	1	3
Christian Fellowship	2	1	1	4
Dance	0	2	1	3
Folk Dance Club	1	0	2	3
Modern Dance Club	0	1	0	1
Dean's Advisory Committee	1	0	1	2
Department of Communication Affairs	0	0	3	3
Department of Business Affairs	0	0	1	1
Dorm Activities	0	11	4	15
Drama	0	0	8	8
Education				
Community, Social, and Educational Organization	1	0	0	1
Gesell Institute Pre-School	0	1	0	1

Continued... TABLE 43

ACTIVITIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
National Education Association	0	2	0	2
Primary Education Council	1	0	0	1
Student Education Association	3	3	6	12
Teacher's Assistant	0	1	0	1
Teacher's Club	0	0	1	1
Wis. Indian Teacher Corps	0	0	2	2
Foreigh Language Club	0	0	6	6
Asian Study Club	1	1	0	2
French Club	0	1	2	3
German Club	0	0	1	1
Russian Study Club	0	0	2	2
Slavic Study Club	0	1	0	1
Spanish Club	0	1	4	5
Forensics	2	4	2	8
4-H Club	0	0	1	1
Golden "Z" Club	0	0	1	1
Graduate Assistant	0	1	0	1
Greek Organizations				
Alpha Iota Chi	1	0	0	1
Alpha Lamba Delta Honor Society	0	1	0	1
Alpha Mu Gamma	0	2	5	7
Alpha Phi	0	0	2	2
Alpha Sigma Alpha	0	0	2	2
Delta Omicron	0	0	2	2
Delta Sigma Phi	0	0	3	3
Delta Zeta	0	2	0	2
Epsilon Chi Zeta	1	0	0	1
Epsilon Tau Phi	0	0	1	1
Gamma Chi Service	0	0	1	1
Gamma Theta Epsilon	0	0	1	1
Panhellnic Council	1	1	0	2
Phi Alpha Theta	2	2	6	10
Phi Beta Lambda	0	2	4	6
Phi Kappa Delta	1	0	0	1

Continued... TABLE 43

ACTIVITIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
Phi Mu Alpha Sinfonia	0	0	2	2
Phi Theta Capa	0	0	1	1
Home Economics Advisory Council	1	1	0	2
Home Economics Club	1	3	10	14
Homecoming Activities	0	0	7	7
Intramurals	3	4	22	29
International Club	1	1	3	5
Iris Staff	0	0	1	1
Junior Primary Council	0	3	0	3
Key Award	0	0	1	1
Letterman's Club	0	0	1	1
Luthern Peace Center	1	1	2	4
Model U.N. Program	0	0	1	1
Music	0	0	2	2
Brass Choir	0	0	1	1
Girl's Glee Club	0	1	1	2
Guild of Organists	0	0	1	1
Marching Band	0	0	3	3
Oratorio Choir	0	0	5	5
Orchestra	0	1	2	3
Percussion Ensemble	0	0	1	1
Stage Band	3	0	3	6
Swing Choir	0	0	1	1
University Choir	3	0	1	4
Wind Ensemble	0	0	3	3
Music Camp Councelor	0	0	1	1
Music Educators National Conference	0	0	1	1
Natural Resources Board	0	0	1	1
American Fisheries	0	1	0	1
Environmental Council	1	1	0	2
Soil Conservation Society	0	1	2	3
Save Lake Superior	0	0	1	1
Wildlife Society	0	0	2	2

Continued... TABLE 43

ACTIVITIES	TYPE OF HONORS			TOTAL
	Highest	High	Honors	
Newman Parish Board	1	2	1	4
Parking Appeals Board	0	1	0	1
Physical Education Majors and Minors	0	1	9	10
Planetarium Lecturer	0	0	1	1
Pointer Staff	0	1	5	6
Politics				
Advancement of Humphrey for President	0	0	1	1
Political Demonstrations	0	0	1	1
Students for a Democratic Society	0	0	1	1
Young Democrats	2	1	2	5
Young Republicans	0	2	1	3
PRIDE	0	0	1	1
French-American	0	0	1	1
Mexican-American	0	01	1	1
Program for Retarded Children	0	0	1	1
Resident Assistant	4	0	7	11
Resident Center Program Board	0	0	5	5
Resident Hall Council	6	0	15	21
Rural Life Club	1	0	0	1
S.A.F.	0	0	1	1
S.O.S. Project	0	0	1	1
Semester Abroad	4	1	4	9
Service Projects	0	1	0	1
Social Exhibit Hostess	0	1	1	2
Soviet Seminar	0	1	2	3
Speech and Hearing Club	1	5	3	9
Sports	2	4	24	30
Student Assistant	1	3	17	21
Student Film Society	0	0	1	1
Student Health Committee	0	0	1	1
Student Representative to Financial Aids	1	0	0	1

Continued... TABLE 43

ACTIVITIES	TYPE OF HONOR			TOTAL
	Highest	High	Honors	
Student Representative to Faculty Affairs	2	4	0	6
Student Senate	0	4	2	6
Student Steering Committee	0	0	1	1
Summer Orientation Leader	1	1	1	3
Transactional Analysis Group	0	1	0	1
Trippers	0	0	1	1
Tutoring	6	1	1	8
University Activities Board	1	0	1	2
Vets 500 Club	0	2	1	3
Vets for Peace	0	1	0	1
Wesley Foundation	0	0	1	1
Who's Who in American Colleges	0	0	2	2
Winter Carnival	0	0	3	3
W.R.A.	0	3	6	9
WSUS Tape Network	0	0	1	1
Y.A.F.	0	0	1	1
Y.M.C.A.	0	1	1	2
Zero Population Growth	0	1	3	4
TOTALS	72	107	327	506
Average Number of Activities per person	2.9	1.8	2.1	2.1

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Summary

The characteristics of recent honors graduates have been compared by honors level, and to some extent to the student population in general at UW-Stevens Point. The study centers on highest honors, high honors, and honors graduates of UW-SP during three recent graduation periods: May 1972, August-December 1972, and May 1973. (The August and December 1972 honors listings were combined.) Analysis of the data obtained through University records and through responses to a brief questionnaire were used to describe the characteristics of honors graduates or to generalize about these characteristics.

The majority of these honors graduates are women, who tend to receive the degree at a slightly earlier age than men, with the exception of some who became teachers before obtaining the degree, and who enrolled for quite a few years in summer sessions. This latter group produced a mean age of 24.4 years at the time the degree was received by women, compared to a mean of 22.9 years for men.

Nearly all of the superior students had demonstrated good scholarship before entering college. Mean high school percentile ranks ranged from a high of 96 for highest honors graduates to 82 for honors graduates, with significantly different means according to honors level. Tha ACT scores averaged far above the means for all college-bound students, with significantly different means for the three honors levels. Highest honors graduates could be expected to have mean ACT standard scores of 28 to 29 for math, social studies, and natural science and means of near 25 for the English subtest. High honors graduates generally had mean scores of 22 to 23 in English, and 25 to 26 in the other subtests. In every case the ACT composite scores for the three honors levels of graduates carried significant mean differences, in favor of those who graduated with higher honors. The range in high school ranks and ACT scores was greatest for honors graduates and least for highest honors graduates, and very few of the latter had anything but high scores and ranks. The honors graduates generally came from smaller high schools, far out of proportion to the number from small schools in the college population.

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Typically, the honors graduates received the degree four years after entering college, especially the highest honors graduates. Some exceptions were found among August graduates, since some of these had become teachers before graduating. The smaller high school class sizes produced far more than their share of honors graduates, when compared to their proportional distribution in the student body. This generalization holds through graduating class size 51-100. Larger class sizes were at a distinct disadvantage in this respect. Typically, students who are preparing to teach are much more likely to achieve honors than are non-teachers.

The proportion of honors graduates tend to vary significantly according to department. Such departments as mathematics and communicative disorders produced a consistently high proportion of honors graduates, while some departments had few or none. When cumulative GPR is correlated with scholarship predictors, the correlations most often tended to be higher for high honors or highest honors graduates, with some exceptions.

Some socio-economic factors are linked closely with honors status. For honors graduates, farming was the most frequently mentioned occupation of the father, though the variety of occupations of fathers of honors graduates was remarkably varied. While some were businessmen or business managers, others were skilled laborers. Only a few were teachers. By far the most frequently listed occupation of mothers of honors students was housewife. And the higher the honors level, the greater the proportion of the mothers who were housewives at the time the subjects were high school seniors. Among honors graduates, a number had mothers who were secretaries, factory workers, salesclerks, or teachers.

Relatively few parents were reported to be in the income bracket of $10,000 or more, and this was especially true for parents of highest honors graduates. The average income of parents of honors graduates computes to about $9,000 per year for the year of the graduate's high school graduation. Parents of highest honors graduates averaged lowest in income, and below $9,000.

Achievement in freshman composition helped to distinguish the honors graduates, for the highest honors graduates averaged 3.5 in composition, and none finished below 3.00. High honors graduates averaged 3.3, and honors graduates 3.1.

The honors graduates paid more of their colleges expenses from their own earnings than did other graduates, accordings to their own reports.

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Highest honors graduates paid about 75% of the student share of college expenses on the average. The great majority of high honors and honors graduates paid 50% or more of their own college costs.

Finally, the honors graduates tended toward a great variety of interests and activities, and the higher the honors the greater the number of activities and interests. For both sexes a favorite hobby was reading, and another was biking. The interests were diverse and included various sports, gardening, music, and other arts. Many of the women were interested in sewing, knitting, and cooking, while the men frequently chose tennis, golf, swimming, hunting, fishing, or skiing. These honors graduates averaged from 2 to 3 honors or awards while in high school. Most commonly held were: National Honor Society, honor roll, music awards, class honors, forensics, and DAR award. The higher the honors, the greater the number of awards on the average. Highest honors graduates typically participated in about three activities while in college, and other honors graduates averaged about two. Although a minority admitted to being "greasy grinds," the great majority were very active in college life, and especially in residence hall activities. The interests of these young people are many and varied.

In characterizing the honors graduates we might consider whether or not they carried reduced study loads in order to participate in many activities and yet do so well in their studies. In order to verify the size of study loads, a substantial sampling of study load size was obtained from the record office on a semester basis for graduates at each honors level. The data obtained are summarized as follows.

LEVEL	MEAN CREDITS CARRIED	RANGE OF AVERAGE LOADS
Highest Honors	14.95 credits	12.70-16.14 credits
High Honors	15.09 credits	13.66-16.70 credits
Honors	14.99 credits	13.71-18.37 credits

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These data indicate that honors graduates take an average of about 15 credits per semester, not including any that may have been dropped. On the basis of other studies (see for example, How Long In The Mill? (Office of Institutional Research, June, 1972) it is clear that honors graduates typically take study loads that are clearly above the university average.

In characterizing the good (or honors) student we can say that ~~typically~~ they have typically distinguished themselves while in high school, where they participated in numerous activities. They came mostly from humble beginnings, with parents of a variety of occupations who earned less than $10,000 per year when these graduates were high school seniors. As college students they took part in numerous college activities and took fairly heavy study loads while earning superior grades. Their interests and activities are many and varied, but tend to lean toward certain activities in preference to others. (In sports note the preference for tennis rather than football.)

The characteristics described here are associated with superior scholarships. They do not necessarily imply a cause and effect relationship. Such relationships should be the subject of more sophisticated research.

****

Appendix 1

Dear Alumnus:

The Office of Institutional Research is studying the characteristics of recent graduates who have made outstanding academic records while attending UW-Stevens Point. Since your name is included on our list of distinguished graduates, I ask that you complete and return to me the enclosed form within two weeks. Through these alumni responses I hope to identify those student characteristics that make for successful college work. Your response may therefore contribute to better preparation for college by future entrants, and better prediction of significant college success.

Some of the questions asked may seem personal and privileged. Please be assured that your response will remain anonymous and confidential, identified throughout the study by group code number only. Since this group is quite select, every response requested is of much importance. Your help will be greatly appreciated.

Sincerely yours,

William H. Clements
Director of Institutional Research and Studies

WHC/lc

ENC.

Appendix 2

SURVEY OF UW-SP HONORS GRADUATES

1. Date of Graduation _____
   Month Year

2. Sex (M or F) _____ Age When Graduated _____ (To Nearest Year)

3. Approximate Income of Parents When You Were a High School Senior:

   Under $5,000 _____, $5,000-$7,499_____, $7,500-$9,999 _____,

   $10,000-$14,999 _____, $15,000-$19,999 _____, $20,000 or More _____.

   (Please Check Appropriate Space.)

4. Approximate per cent of your college expenses that you financed from own earnings, or spouse's. (Include amounts borrowed that you must repay.) _____

5. List your hobbies, or activities you prefer to pursue during spare time. _____

   _____

   _____.

6. If you won any honors or awards while in high school, please list _____

   _____

   _____.

7. College activities in which you participated _____

   _____

   _____.

Please return this form when completed, in enclosed franked envelope to:

William H. Clements
Director of Institutional Research and Studies
056 Main
UW-Stevens Point
Stevens Point, Wisconsin 54481